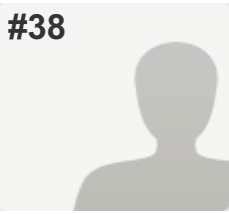


#38



**COMPLETE**

**Collector:** Web Link 1 (Web Link)

**Started:** Thursday, June 18, 2015 9:55:44 AM

**Last Modified:** Wednesday, September 02, 2015 1:32:09 PM

**Time Spent:** Over a month

**IP Address:** 209.56.200.100

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PAGE 2

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**Q1: 1a. TLC Local Plan Measure (1)**

PLC Survey Data: We've used the 15 question survey, "Tracking and Assessing Cultural Shifts" to measure the implementation and effectiveness of our collaborative learning model for professional development since June of 2010. Results are collected annually and evaluated for significant changes and growth.

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**Q2: 1b. To what extent has this measure been met?**

(no label)

Mostly Met

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**Q3: 1c. Description of Results (1) (limited to 3000 characters)**

Staff perception was similar this year as was in the past. Few areas saw change greater than +/- .2 on a 10 point scale. Staff perception of celebration increased. The perception of a singular focus for school improvement decreased slightly.

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PAGE 3

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**Q4: 2a. TLC Local Plan Measure (2)**

We created a teacher survey to implement mid-year to assess the impact of teachers leaders to the implementation of our TLC plan and outcomes. The survey was given to all staff members and had specific questions about each of the roles created through the plan. It did not have specific questions about individual people filling a particular role.

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**Q5: 2b. To what extent has this measure been met?**

(no label)

Mostly Met

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## Impact of TLC Plan

### Q6: 2c. Description of Results (2) (limited to 3000 characters)

Results we broken out by type of role (Instructional Strategist, Mentor and PLC Leader). Instructional strategists were used by 80% of the staff and people filling those roles were marked as strong or exceptional in their knowledge, approachability and understanding of the district vision. Mentors were marked as used by 9 members of the staff. With 10 new staff hired, results less than 10 were a point for reflection. Mentors and PLC leaders were marked strong or exceptional in their knowledge and understanding of district vision. There is room for further support for these teacher leaders in the area of the district vision and working with adult learners. Staff identified three ways in which teacher leaders were used the most. Completing individual professional development plans, getting ideas to try with students in my classroom, and a sounding board for new ideas were all ways that 40% or more of staff indicated teacher leaders were used.

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PAGE 4

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### Q7: 3a. TLC Local Plan Measure (3)

Student achievement outcomes were a measure we expected to ultimately see growth in with the implementation of our TLC plan.

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### Q8: 3b. To what extent has this measure been met?

(no label)

Mostly Met

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## Impact of TLC Plan

### Q9: 3c. Description of Results (3)(limited to 3000 characters)

Iowa Assessment results showed overall growth for students. In math, 90 - 100% of students met our annual goal (to be proficient or show more than one year's growth). Every grade level made the goal of having more than 25% advanced proficient with 4 grade levels being above 40% advanced proficient. In reading, 87% to 98% met the district goal. 7 grade levels exceed the mark of 25% of students being advanced proficient. In science, 86% to 100% met the district goal and 6 grade levels met the advanced proficient goal. Our early literacy data showed more of our students meeting benchmarks on FAST and aReading assessments than the state average in all grade levels. 14 students in grades K-3 were substantially deficient in reading, however. 9/1/15: For academic growth, I have attached the form we use to compare our results from 13-14 to 14-15. I have also added the 12-13 field because this was the first year we added a teacher leader position (before the TLC grant came to be). We have seen steady growth in our (95-25 chart attached) district annual academic achievement, but teacher leadership is not the only change we've made in the past three years. I would add implementation of MTSS at the elementary and a curriculum cycle with professional development in Math as two major pieces affecting the past three years. In addition, standards based grading and better implementation of the PLC process (using data to drive decisions) is all part of our growth. We've trained teachers in the IPI process in the past three years as well. Teacher leaders have no doubt helped the effectiveness of implementation of all these things as well as providing specific coaching to teachers to improve instruction. FAST results saw a growth for student comprehension overall, especially in the primary grades. Comprehension scores (aReading) improved for every grade level K-5 from spring 2014 to spring 2015. 2nd grade had the lowest percentage of student proficient at 78.2% in 2015 (up from 75% in 2014). All other grades ranged from 84% to 90% with one grade level at 96% in 2014. In 2015, the range of grades other than 2nd spanned 86% to 93% with two grade levels scoring at 98% proficient or higher. For the composite measure in CBM reading, kindergarteners and first grades grew from 51.2 and 78.4% proficient in spring of 2014 to 80% and 93.3% proficient in 2015 respectively.

PAGE 5

### Q10: 4a. TLC Local Plan Measure (4)

*Respondent skipped this question*

### Q11: 4b. To what extent has this measure been met?

*Respondent skipped this question*

### Q12: 4c. Description of Results (4)(limited to 3000 characters)

*Respondent skipped this question*

## PAGE 6

Q13: 5a. TLC Local Plan Measure (5)	<i>Respondent skipped this question</i>
Q14: 5b. To what extent has this measure been met?	<i>Respondent skipped this question</i>
Q15: 5c. Description of Results (5)(limited to 3000 characters)	<i>Respondent skipped this question</i>

## PAGE 7

Q16: 6. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change).	PD calendar will have more open collaborative time to work with teacher leaders, establish teaching assignments for teacher leaders that will require less direct instruction with students and more flexibility to work with adult learners, continue PD for teacher leaders around working with adult learners, develop the district specific instructional "playbook" (instructional framework).
Q17: 7. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC as impacted your school improvement plan in your district.	Layer of the team created to collaborate with around district decisions. The teacher leaders have made a bridge between administration and teachers to involve more people and get more input into district decisions. We also hear a lot more informal conversations about teachers getting/wanting feedback on their instruction. Teams are taking more ownership of the instructional data we collect (IPI) and are reflecting more critically on their own practices. Teams are sharing that with one another, not just teacher leaders sharing ideas for improvement.

## Impact of TLC Plan

**Q18: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

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PAGE 8

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**Q19: Name of School District:**

Van Meter Schools

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**Q20: Name of Superintendent**

Deron Durflinger

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**Q21: Person Completing this Report**

Jen Sigrist

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**Q22: Date of Submission**

June 18, 2015

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